

OCTOBER 2013

Overview: Changes to Reporting for 2013

Veteran EVAAS users will notice some changes to the reporting this year over previous years. This document outlines and briefly explains those changes.

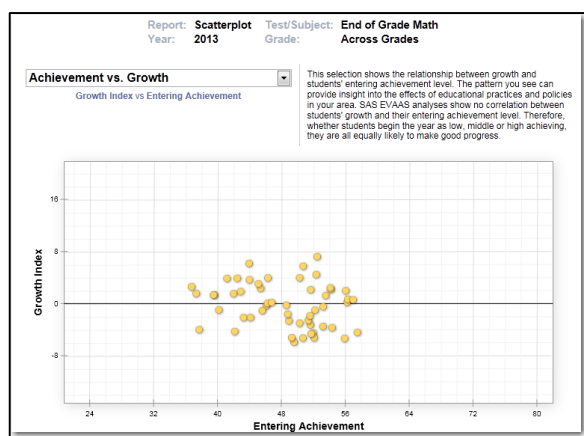
NEW REPORT: Decision Dashboard

The Decision Dashboard summarizes all value-added and diagnostic reporting for a district or school in a single report. This new feature includes all available subjects and grades so that educators and administrators can quickly assess their strengths and weaknesses and then drill down to specific reports for additional information. An example of this new report is shown to the right.



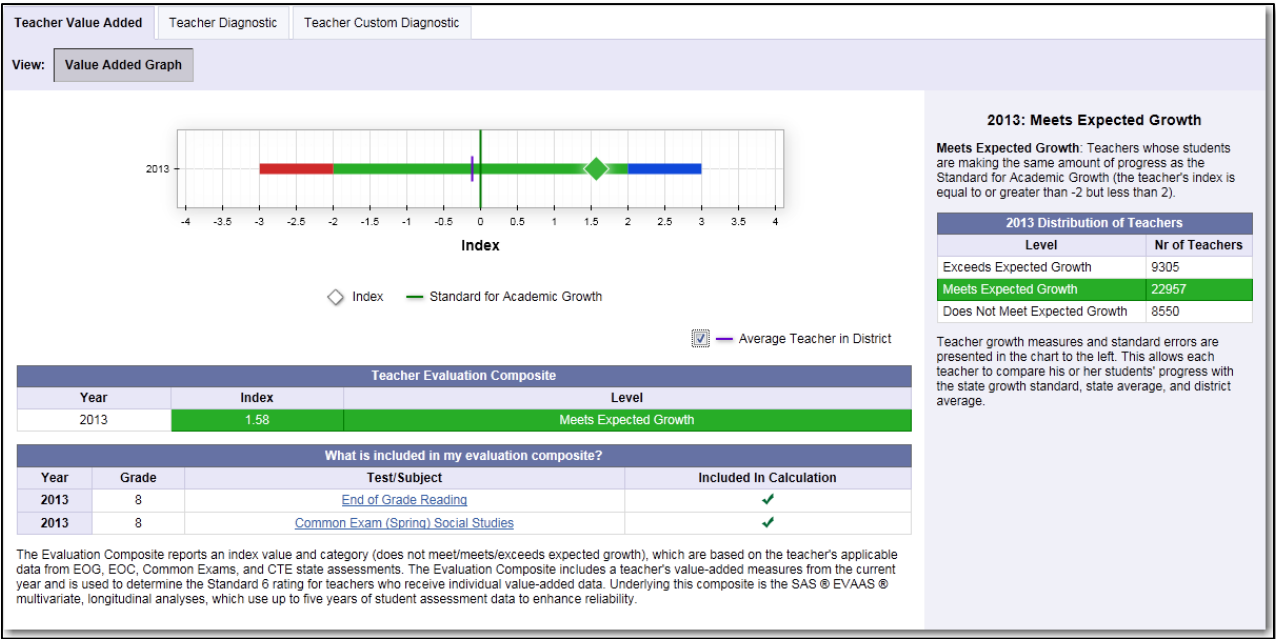
NEW REPORT: Scatterplots

The scatterplots feature is an interactive graphing tool within the EVAAS web application. Users can select the variables of interest (growth versus achievement, growth versus student characteristics, etc.) and plot district or school data across the state. This tool conveys important education insights, such as the fact that both low-achieving, middle-achieving and high-achieving schools are equally likely to exceed expected growth. Scatterplots may also be used to identify highly effective schools and districts that serve certain student populations, like high poverty or low poverty students, and leverage their practices to similar schools and districts in the state. An example of this new report is shown to the right.



NEW DESIGN: Teacher Value-Added Reports

The teacher value-added reports have been re-designed for easier interpretation. They include color-coding similar to the district and school reports, and they provide more context to how a teacher’s effectiveness level is assigned. An example of the new teacher report is shown below.



Furthermore, the teacher value-added reports are based on the verified student-teacher linkages submitted through the EVAAS web application at the end of the 2012-2013 school year.

TEMPORARY CHANGE: Projections to Percentiles

Individual student-level projections currently provide probabilities to specific percentiles rather than performance levels due to the delay in setting performance levels. The projections will be updated to the performance levels later this year. The projections to percentiles are accessible to authorized users through individual student-level projections, Academic Preparedness Reports and Custom Student Reports.

Refresher: Changes to Reporting for 2012

The Color Scheme

In the past, the value-added reports utilized a “stop-light” color scheme, where green, yellow, and red indicated the various categories of effectiveness.

This year, the color scheme and the accompanying labels have changed, as outlined below. The labels now align with State Board of Education policy:

- Blue indicates a value-added score that “exceeds expected growth”
- Green indicates a value-added score that “meets expected growth”
- Red indicates a score that “does not meet expected growth”

Value Added for Math and Reading EOGs in Grades 4-8

In prior years, the analyses used a predictive model (sometimes called “URM”) that utilized students’ testing histories to generate predicted scores which were compared to actual scores.

This year, North Carolina has transitioned to the use of a different analytical model for Math and Reading EOG tests. The new model, a growth standard model (sometimes called “MRM”), estimates students’ movement within the state distribution of academic achievement, expressed in test scores. With this transition in the analyses come changes in the look and interpretation of the reporting, although the color-coding interpretation is the same for all tests, regardless of the model used.

Estimated School Mean NCE Gain				
Grade	3	4	5	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	
2010 Mean NCE Gain				
Std Error				
2011 Mean NCE Gain				
Std Error				
2012 Mean NCE Gain		5.8 B	5.0 B	5.4 B
Std Error		1.5	1.7	1.1
3-Yr-Avg NCE Gain				
Std Error				
Estimated School Mean NCE Scores				
Grade	3	4	5	
NCE Base	50.0	50.0	50.0	
2009 Mean				
2010 Mean				
2011 Mean	46.8	40.0	47.2	
2012 Mean	48.3	52.6	45.0	

Key differences include:

- The units used to express student performance.** All value-added reports using the Predictive Model (EOG Science, EOC, and ACT) provide estimates in the scaling units of the test. For the Growth Standard Model (EOG Math and Reading, 4-8), however, scale scores have been converted to NCEs (Normal Curve Equivalents), which allows for a comparison of students' academic attainment level across grades. While a scale score of 70 on the 4th grade test may not mean the same thing as a

scale score of 70 on the 5th grade test, an NCE of 70 has the same meaning test to test. It is an indication of the student's position in the state distribution of scores.

- **The terminology used to express student growth.** In the Growth Standard Model, academic growth is expressed in terms of NCE Gain. For example, if a group of students scored on average at the 40th NCE on the 4th grade math test and then at the 45th NCE on the 5th grade math test, then they will have made a gain of +5.0 NCE units greater than the growth standard.
- **The use of a growth standard.** The minimal expectation is that students will maintain their relative position in the state distribution of scores. If a student maintains his or her relative position, then the NCE gain would be zero. The growth standard of zero does not indicate that students did not make any progress from one year to the next, but rather the growth standard represents the average academic growth of students, statewide, in a grade and subject.